

# New Jersey

## Language Arts Literacy

### Curriculum Framework



#### Chapter 5

#### Activities for Language Arts Literacy



## ACTIVITIES FOR LANGUAGE ARTS LITERACY

Each of the New Jersey language arts literacy standards is elaborated by a set of progress indicators that identify specifically what students should know and be able to do as they work towards achieving that standard by the end of grades 4, 8, and 12. The activities on the following pages illustrate ways in which teachers guide students toward that proficiency. These activities represent a spectrum of instructional approaches that target a diverse student population and that show a continuum of learning from grades K through 12. Activity clusters for each indicator reflect a spiraling of experiences designed to build upon developmental differences.

The description for each activity assumes that the teacher has already presented the literacy skills necessary for success with the activity through structured lessons that provide direct instruction, modeling, and guided feedback. The descriptions also assume that teachers will use these activities as a means for observing student proficiency, identifying additional instructional needs, and extending student understanding and achievement in the content standards and progress indicators for language arts literacy.

The activities serve as suggestions. They are meant to be adapted to students' instructional needs. We need to approach each suggested activity with the questions, "How can I use this activity with my students? What material am I already using that will lend itself to this activity? What else am I doing to develop student achievement in this indicator?" By using this decision-making process, we make these activities our own.

Each activity is preceded by the letter **(E)**, **(M)**, or **(S)**. These letters correspond to the progress indicator designations: (E) Elementary grades K–4; (M) Middle School grades 5–8; and (S) Secondary level grades 9–12. Although these letters suggest specific instructional levels, the activities themselves may be used with modifications at other levels.

## SPEAKING

### STANDARD 3.1 ALL STUDENTS WILL SPEAK FOR A VARIETY OF REAL PURPOSES AND AUDIENCES.

**Descriptive Statement:** Speaking, both formally and informally, is critical to the learning process. Language arts literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest. Students should have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates. They should have opportunities to use language for a variety of other purposes, including questioning, sharing information, telling a humorous story, and helping others to achieve goals. Students should recognize that what they hear, write, read, and view contributes to the content and quality of their oral language.

### CUMULATIVE PROGRESS INDICATORS

#### 1. Use listening, writing, reading, and viewing to assist with speaking.

- (E) Students share their writing by reading aloud from the Author's Chair. In addition to responses about content, the listeners comment on the reader's volume and fluency during reading.
- (E) Students view a news videotape of a story concerning a famous person such as Tiger Woods or Mr. Rogers. The students select one major incident from the person's life, read about that incident, and write a news story to be broadcast on a newscast. After listening to the news stories, each student selects the three most important facts learned. The students then compare their findings.
- (E) Students compose a letter to an animal shelter volunteer inviting the volunteer to come to class to discuss the volunteer's responsibilities. In preparation for their guest, students read or listen to accounts of the homeless dogs and cats in the United States and prepare questions that they might ask. After they interview the volunteer, they write a letter to the editor of their local newspaper about their conclusions.
- (M) The teacher writes a sentence on the blackboard that will serve as the basis for a dialogue between two people. She then divides the class into teams of two, asks each team to copy the starter sentence onto a sheet of paper, and tells the students they will have ten minutes to develop a dialogue. Without discussing the sentence or plans for the story, the students take turns writing additional sentences for the dialogue, allowing the action to grow out of their own imaginations. The teacher lets the class know when time is running out, so the students can try to bring their dialogues to a conclusion. Each pair then exchanges the dialogue with another team, and the students take turns reading them aloud to the class. This exercise allows the students to integrate their reading, writing, and speaking skills, and gives the teacher the opportunity to introduce the idea of imagination and creative writing.
- (M) After reading several fairy tales, the teacher divides the class into several groups. Each group selects one fairy tale to rewrite as a play that they will perform for the class.

- (M) After reading a fantasy novel, such as *The Borrowers* or *The Lion, the Witch and the Wardrobe*, students, either individually or in small groups, draw maps of the setting of the book and chart the journeys of the characters, using a variety of available media. Students then may present their visuals to the class.
- (S) Students read articles from current periodicals that present tips for job interviews. After discussing the articles, the class creates a checklist of desirable interview behaviors. The teacher then invites local business representatives to come to the class to conduct mock interviews. Students use the checklist to evaluate student/employer behavior. As a follow-up, students may review and discuss examples of résumés in preparation for writing and sharing their own résumés with the class.
- (S) Students prepare speeches for Health Week on a health topic of their choice. They conduct research on their chosen topics in the library media center. Then, the teacher gives mini-lessons on outlining and helps students create outlines for their speeches. Next, the teacher shows the students how to create note cards to use for reference during their talks. Finally, each student presents a speech.
- (S) Following the reading of several Tennessee Williams's plays, such as *The Glass Menagerie*, *Sweet Bird of Youth*, and *A Streetcar Named Desire*, students use teacher-prepared viewing guides to support notetaking while they watch the film versions of the plays. Afterwards, they collaborate with peers to debate which of the characters is the most tragic.
- (S) After viewing a video on the qualities of great art, students select a work of art to critique. They develop the critique into a formal expository essay that they present to the class in an oral presentation. A reproduction of the artwork serves as a visual aid.



## 2. Adjust oral communications for different purposes and audiences.

- (E) Children formulate questions they will use to elicit information during an interview that they conduct with someone they would like to get to know. During the interview, they jot down notes about the person and later share their findings with an audience. Afterwards, students list the similarities among their interviewees and represent the similarities in clusters on a graph.
- (E) Children participate in creating dramatizations for a story they have enjoyed (e.g., *The Three Billy Goats Gruff*). When they have practiced it and know their parts, they perform it for several audiences at school and for their parents.
- (E) The teacher plays a tape of voices used in and around the school, such as classroom voices, library voices, and those found on the playground and in the hallways. After listening to the tape, the teacher and students discuss the reasons for the different volumes in each of these settings.
- (M) Students in an intermediate grade consider the effect of the audience on the speaker. Working in small groups, students take turns role-playing a specific situation, such as advocating a change in a school policy. The teacher asks each group to role-play the situation three times, each time for a different audience (e.g., a friend, the school principal, and the mayor).

- (M) The teacher discusses tone, diction, and nonverbal communication devices used in common situations, such as two people greeting one another. Then in pairs, students choose a situation and develop several different scenarios for which these devices and behaviors convey different messages, such as happiness, love, or anger. After students role-play each scenario, the class guesses what message is being communicated in each instance.
- (M) Students decide the five most important things they would want someone to know about themselves if they were (a) applying for a job or (b) trying to make a new friend. Using visuals of their choice, students then prepare two visual autobiographies—one for each audience—which they present to the class. Afterwards, the class discusses some of the differences in personal information depending on the audience addressed.
- (S) Students practice delivering the same content to various audiences. For example, students focus on an issue such as dress codes in school. They take turns delivering their opinions of this topic to these audiences: their teacher, a board of education member, a same-age cousin, a classmate who is a nonnative English speaker, a parent, a news reporter, and a member of the clergy. They discuss the differences they observed in the oral communications with the different audiences.
- (S) In small groups, students read selected examples of factual and emotionally charged accounts of an event, such as a news story vs. an editorial. Groups then create a factual oral report as well as an emotionally charged oral account of the same event.
- (S) Each student selects a card identifying someone to whom s/he will tell a tall tale about yesterday's soccer game and how the student saved the game. The improvised narrative is told to different audiences, including a mother or father, an older sister or brother, a student at a rival school, the mirror on the wall, and a four-year-old sibling.

### **3. Use oral communication to influence the behavior of others.**

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- (E) Students deliver a one-minute radio ad in which they persuade classmates that their brand of toothpaste is best.
- (E) Mrs. Rivera's class has to choose a location for the class picnic. They must achieve consensus. Students who want different locations must present their reasons for their choices in order to persuade their classmates.
- (E) Students and the teacher decide to have a year-end party to honor all the parents and others who have helped the class during the year. Before selecting the menu, each student picks a kind of food to nominate for inclusion and argues for it to the class. After the oral presentations, the class votes for five or six items for the menu.
- (M) Students practice telephone etiquette. They role-play making phone calls to friends trying to convince them to help with some enterprise, such as dog walking, snow shoveling, or car washing.
- (M) After reading different library books, students are asked to prepare a 30-second radio or video commercial to advertise their book so their listeners are encouraged to read it. On presentation day, students periodically deliver "a word from our sponsor" to publicize their books.

- (M) Students participate in a technique called “vote with your feet.” Following the reading of a story with a controversial issue, students decide what their views are on the particular issue and stand in designated areas of the classroom according to their initial views. Students then debate the issue and, if their opinion changes, move to a different area of the room to reflect that change. Afterwards, students discuss the reasons for any changes in their views.
- (S) At the beginning of the school year, students from 11th- and 12th-grade classes speak to small groups of 9th graders to give advice and offer suggestions that will help the younger students make a smooth transition into high school.
- (S) To help students develop skills in evaluative listening, they are asked to prepare a presentation in which they persuade or convince classmates to act on or otherwise support an opinion. Students select topics with teacher approval. Their presentations must contain three major elements of argument: data, claim, and warrant. The audience is challenged to pick out the claim made by each student, to identify the evidence used by the speaker to support the claim, and then to identify the reasoning or logical assumptions made by the speaker. Students are permitted to ask questions for clarification, probe the strength of the data, and challenge the warrant by proposing alternatives.
- (S) Students select sample cards containing a situation to be dramatized in an improvisation with a partner. The aim is to use oral communication as a way to influence behavior. For example, a classmate tells you that he found two tickets to Great Adventure. You want to persuade him to let you use the second ticket.

#### **4. Modify oral communication in response to the reactions of others.**

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- (E) A class has to decide where to plant a garden. Several students volunteer to present their ideas. One student, for example, focuses his/her presentation on proximity to the classroom, one on access to water, and another on soil conditions. The audience members ask questions of the presenters, and the presenters respond. Based on audience feedback, the presenters adjust their communications in order to make a persuasive argument. The class then votes on the location of the garden.
- (E) Students practice influencing others by role-playing three children who disagree over which board game to play or which movie to rent from the video store.
- (E) Students discuss the differences in the way they will try to convince a classmate to join them in an activity when (1) the student wants to join and (2) the student does not want to join. The class then discusses other situations in which people have to modify their speech.
- (M) Students brainstorm the qualities and characteristics they will need to keep in mind in order to make a good Reader’s Theater presentation. This information is displayed on a wall chart in the classroom. Then small groups select a work they will present as Reader’s Theater. As the presentation is rehearsed, students alternate as speakers and evaluators. The evaluators use the information on the wall chart to recommend changes in the speakers’ presentation. The speakers attempt to change their presentations to reflect the advice of the evaluators.



- (M) Students describe something, such as a photograph of a room, to other students. The audience attempts to draw what is being described without seeing the picture. The speaker examines the drawings for completeness to determine if more information needs to be given and continues to modify the description until the replications more closely resemble the original.
- (M) The class discusses the criminal behaviors of such classic characters as Jack in *Jack in the Beanstalk*, Goldilocks in *Goldilocks and the Three Bears*, and the Wolf in *Little Red Riding Hood*. Students are appointed as prosecutor and defender of each character, and the rest of the class acts as an interactive jury. When a juror wants to object to or register confusion from a statement made by either the prosecutor or the defender, the juror raises a hand. The prosecutor or defender must now adjust his or her communication in response.
- (S) Working in groups, students follow the spoken directions of one group member, who has designed a computer graphic they will attempt to duplicate. As the students work on the project, the speaker observes how well the directions are being followed and modifies the direction to enable everyone to complete the project successfully.
- (S) Using the topic, “If I Could Change One Thing in School,” students prepare one- to three-minute speeches, which they present and videotape. With preestablished criteria, the class rates each performance and suggests two recommendations for improvement. Each speaker analyzes the recommendations with peers, modifies the presentation, and presents again.
- (S) After selecting a dramatic scene from *Great Scenes from World Theatre*, students pair off, rehearse, and perform using peers as audience and critics. The critics provide suggestions for improvement, and the pairs modify and replay the scenes.



## 5. Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems.

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- (E) Appreciation and understanding of reading material can be greatly enhanced when students read aloud or act out a favorite story scene. After a whole-class book reading, groups choose a favorite scene to act out. Students choose the narrator and roles, create dialogue, and present their mini-scene to the class.
- (E) Students participate in creating a collaborative story at the board. The first sentence suggested is written on the board and read aloud by the class. Next, a student has one minute to add a sentence to keep the story going. This continues until all of the students have had a chance to write. When the story is completed, it is read aloud, revised, and titled. Later, the story is typed and distributed for illustration by the students.
- (E) Students select a text of choral poems, such as Paul Fleischman's "Joyful Noise." The class is divided into two sections and choral reads so that each section represents one voice.
- (M) Students studying the Constitutional Convention in their social studies class are encouraged to present a 20-minute play focusing on "The Great Compromise." Parts are assigned, letters are written to invite parents to the presentation, programs are written and printed, and students rehearse their lines alone and with other students. The play is presented for an audience.
- (M) After reading poems that have particularly strong rhythmic elements (e.g., Hayden's "Daedalus, Come Fly Away Home" or Noyes' "The Highwayman"), students work with their teacher to locate enjoyable poems with similar qualities. Students choose their favorite one to read chorally for the class and prepare in groups according to their selection.
- (M) As part of a unit on humor, class members create their own Comedy Hour, performing one-liners, Ogden Nash poems, scenes from Mark Twain, and other voices of humor. Students create and direct the format and sequence of their production.
- (S) After reading an Ibsen (or other full-length) play, the teacher divides the class into five groups and assigns an act to each group. The group then selects a scene or portion of a scene to prepare and read for the class. Students who do not have speaking parts act as coaches or directors for the others, assisting with pacing and intonation.
- (S) After studying the role of the chorus in Greek tragedy, the class practices and presents a scene from a Greek play, such as *Antigone*, in which the chorus and the main character interact.
- (S) After studying the Shakespearean/Elizabethan sonnet, students participate in the following oral reading activity. A sonnet the students have not seen is cut up into lines. The lines are mixed up and handed out to 13 students. The teacher, who is holding the first line and standing in the front of the room, reads the line aloud. S/he invites the student who thinks s/he has the second line to read the line aloud. The student stands next to the teacher at the front of the room. Then lines 1 and 2 are read aloud in sequence, and students try to figure out which is line 3. This process continues until all 14 lines are standing. Each time a line is added, the sonnet is read aloud from line 1 up to the missing line to check whether the sequence makes sense. Students make adjustments as necessary. At the end, the entire poem is recited one more time.



## 6. Participate in discussion by alternating the roles of speaker and listener.

- (E) In pairs, students think-pair-share. Teachers ask the class to think of their funniest moment. With partners, students share these experiences. During debriefing, each student summarizes his/her partner's funny moment for the class.
- (E) In groups of four, students interview one another about their favorite books. Students count off. Students 1 and 3 listen while students 2 and 4 tell about their favorite books. Then, students 1 and 3 tell what they have learned. Next, students 1 and 3 tell about their favorite books while students 2 and 4 listen. Finally, 2 and 4 tell what they have learned.
- (E) Students read silently a short selection about Japan to obtain background information for their reading of *Sadako and the Thousand Paper Cranes*. Working in pairs, students then share what they have learned about this topic, alternating the roles of speaker and listener.
- (M) The teacher leads a discussion on a topic, such as the TV rating system, using Rogerian listening techniques:
  1. Each speaker has 30 to 60 seconds to state a viewpoint or present an anecdote related to the topic.
  2. The speaker then calls on the next speaker by name.
  3. Before presenting his/her viewpoint, the new speaker must briefly restate the previous speaker's statement.
  4. Repeat Steps 2 and 3 until the discussion ends.
- (M) Students read an account of a trial, such as Benet's *The Devil and Daniel Webster*, or a newspaper account of an actual trial. They discuss the aspects of a trial and the persuasive techniques used by prosecutors, defense attorneys, and witnesses. Using either actual or invented cases, students act out mock trials, role-playing the various characters. Class juries reach a verdict based on the success of the persuasive techniques used.
- (M) At the first full-class meeting, pairs of students interview each other for 16 minutes so that each student can introduce his/her partner to the class. Each student questions the other for 8 minutes, taking notes about the partner's family, interests, or goals. Then pairs switch roles for the next 8 minutes. Based on the notes, each student introduces his or her partner to the class.
- (S) Students practice formal speaking using audiovisual equipment (e.g., tape recorder and video camera) to view and hear themselves. They then use a self-rating form or series of questions to identify areas for improvement, such as speaking quality and posture. Next, they critique the tape(s) with another person, using that form or series of questions. Finally, they present the speech to others to gain confidence, to share in a critique of the delivery, and to improve strategies and techniques.
- (S) As preparation for a major test on four American literary periods, the teacher divides the students into four groups. Each group is responsible for creating questions for one of the periods. The teacher assists each group and ensures that the questions invite critical thinking. After the questions are developed, groups take turns asking the rest of the class the questions, which the audience tries to answer. If the answer is acceptable, the teacher tells the students to write the question and answer in their notebooks for test review purposes. To encourage students to listen carefully to each other, the teacher does not repeat questions or answers.
- (S) Working in groups, students use CD-ROMs, the Internet, and other library media resources to research different literary periods. The groups discuss their findings, alternating roles as speakers and listeners.

## 7. Talk with others to identify, explore, and solve problems.

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- (E) Mrs. Marshall has a robot named Quandar. Whenever a student has difficulty with a concept, such as multiplication, Mrs. Marshall directs the students to explain the concept to Quandar, who knows nothing about our planet. Frequently, in the process of explaining it to Quandar, students end up understanding the concept better themselves.
- (E) After reading and discussing a chapter in a novel, cooperative groups identify a character whom they would like to know more about. Each group prepares questions they would like to ask their chosen character and offers reasons why this information would be useful to readers. They then share their questions and reasons with the whole class.
- (E) A new child is scheduled to arrive in a first-grade class within a few days. The class discusses what they can do to help the new student feel comfortable, get to know the school, and learn about his/her new classmates. The students dictate a plan that the teacher writes down and posts on the bulletin board for the class to follow.
- (E) After a discussion of problems that the teacher and students have observed in their class (e.g., inefficient lineups for assembly or lunch, interruption of the teacher's conferences with students, or lack of access to reading/writing folders), students divide into small groups to discuss the problems and propose solutions. Each group then makes an oral presentation to the class.
- (M) After reviewing students' GEPA (Grade Eight Proficiency Assessment) essays and the criteria for each score point, students develop a classroom checklist for peer feedback on student writing. The checklist, which contains questions or statements about content and organization, sentence structure, usage, and mechanics, guides peer response to student writing.
- (M) After reading Robert Cormier's *The Chocolate War*, students discuss how the main character, Jerry Renault, solves a significant problem. They discuss whether there were other, equally effective or logical solutions, and how these might have affected the outcome of the story.
- (M) In cooperative groups, students work together to identify a problem concerning garbage in the school. They brainstorm sources of garbage, then categorize the sources, and generate possible solutions to the garbage problem.
- (M) Students work in groups to develop solutions to problems within their school community, such as appropriate dress, "outsiders" attending school dances, and homework and grading issues.
- (S) Students meet in small groups to examine problems facing the teenager in today's world and to recommend possible solutions. Later, they share their solutions with the entire class through a roundtable discussion.
- (S) Students discuss difficulties making career choices. They develop an action plan that an individual in such a situation might follow. A guidance counselor at the school is invited to class to review the plan with the students.
- (S) The teacher asks students to envision themselves ten years from now: where they will be living, how they will have achieved their goal, what problems they needed to solve, and how they will have solved the problems. Each student orally presents his/her dream and the steps taken to achieve it.

**8. Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.**

- (E) After establishing pen pal partnerships, students in one class demonstrate and talk about their talents and interests while their teacher videotapes the talks for their pen pals. Students have a meaningful audience for their performance. If the technology is available, the video can be transmitted electronically through e-mail.
- (E) Following summer vacation, the teacher reads Teague's *How I Spent My Summer Vacation* to the class. Students share their responses to the story. Then each child draws a picture of what a dream summer vacation would look like and shares the drawing with the other students.
- (E) Following a discussion of important people in students' lives, each student draws a picture of one important person and tells a story about that individual to the rest of the class.
- (M) Each student prepares and delivers a one-minute story detailing a personal school-success experience.
- (M) While studying the history of New Jersey or the United States, students read historical fiction. Students select a character from their reading to bring to life within their classroom through a portrayal or presentation. Students may wish to dress in the style of the character and to use props.
- (M) Students have researched different aspects of New Jersey and have kept learning logs about their research. The social studies and language arts teachers have coordinated work on this unit with the library media specialist. Some of the aspects student groups have studied include demographics, geography, and famous New Jerseyans. At the end of the unit, students invite parents to the school to hear the results of their research and to show a paper quilt they have made representing some unique features of the state.
- (S) After reading *A Tale of Two Cities*, students select a Dickens character with whom they identify. They then prepare and deliver a short speech in which they compare this character to themselves.
- (S) Students recall their early literacy experiences in a short oral autobiography that they present to the class. They are encouraged to use visuals to add interest to their talk.
- (S) Students compose a written and oral presentation on a social issue introduced in a self-selected novel or play they have read from one of the literary periods studied by the class. Student presentations consider whether the identified social issue has relevance for today.



## 9. Use the conventions of spoken English, such as grammar and appropriate forms of address.

- (E) *Frog and Toad* books by Arnold Lobel are great for teaching the reading of dialogue and use of quotation marks. If tapes are available, have students listen to them and discuss the changes in characters' voices. Then refer students to the text to notice how dialogue is indicated through punctuation. Have students play the parts of characters through puppets while they read the story behind the stage.
- (E) Students are asked to prepare a brief oral welcome for parents attending a classroom presentation, keeping in mind criteria discussed in a mini-lesson: content, grammar, usage, and forms of address. In small groups, students share written drafts and reach consensus about what will make a good welcome and introduction for parents.
- (E) Students and the teacher discuss the ways in which we use different language in different situations and with different people. Students prepare examples of how one thought could be conveyed differently in these contexts and how their use of these conventions would change.
- (M) The teacher videotapes the students while they are working in pairs or small groups throughout the year. After each taping, students view the tapes, comment on their spoken English, note improvement, and set personal improvement goals.
- (M) The class is introduced to a series of social speaking situations, such as introducing a speaker. Students take turns using correct forms of address and diction to speakers. After completing class simulations, students have the opportunity to actually introduce a guest speaker to the class.
- (M) The teacher presents a lesson on the differences in speech registers used for different occasions, addressing such issues as inflection, intonation, word choice, contractions, and slang, as well as the effect of these on the audience. For example, "I want to go home" might mean "I desire to return to my mansion!" or "I wanna go to the 'hood!" Students discuss the differences.
- (M) Small groups of students are given Trosclair's *A Cajun Night Before Christmas*, which is rich in Cajun dialect. Students are instructed to convert the speech to conventional or standard English and analyze the differences they hear in the two versions. Groups exchange their conclusions.
- (S) In a mini-lesson, the teacher demonstrates the differing degrees of formality used when introducing a friend to different audiences: a city or state official, a parent or guardian, a close friend. Working in pairs, students develop a set of three introductions for each other reflecting levels of formality according to the audience. Students then present their introductions to the class and discuss differences.
- (S) As an outgrowth of studying George Bernard Shaw's *Pygmalion*, students rewrite a scene changing Eliza's unconventional grammar and forms of address into acceptable conventions. Students act out one another's scenes and discuss form, structure, and conventions.
- (S) Students listen to and view taped audio and visual situations illustrating appropriate forms of address in Spanish, French, German, Italian, Vietnamese, and other languages. They take notes on the similarities and differences between forms of address across the different cultures.



## 10. Read aloud with meaning.

- (E) For a Reader's Theater, students perform poems they have selected from Jack Prelutsky's book of poems, *It's Thanksgiving*. Working in pairs, students first practice reading aloud their selected poem while their teacher guides their oral reading. Students consider intonation, articulation, volume, and dramatic rendering of subject matter. After sufficient practice, the students rehearse as a large group and finally perform the text for community members in a schoolwide literacy celebration.
- (E) Students prepare readings to share with younger children. They select a picture book with help from their library media specialist or teacher, prepare a good introduction to the book ("This book is mainly about..." or "What do you think might happen...?"), and read it aloud to the younger children in a way that interests, entertains, and engages their audience.
- (E) Students prepare and deliver an oral interpretation of a poem by a favorite author, such as Shel Silverstein or Jack Prelutsky. Their presentation includes physical movements that convey their interpretation of ideas in the poem.
- (M) Students have written memoirs during writing workshops. After all pieces have been revised and edited, students are encouraged to read their writing to their classmates. They have been given the opportunity to practice what they will read, using tape recorders to facilitate their rehearsal.
- (M) Students prepare and deliver an oral interpretation of "Jabberwocky" and define at least five neologisms within the poem.
- (M) Students choose a selection from Edgar Allen Poe's "The Raven," Vachel Lindsay's "The Congo," or Carolyn Grant's *Jazz Chants*. Each student prepares the selection and presents it aloud to the class.
- (S) The teacher selects a play and assigns one scene to each of five groups. Each group prepares its scene for an oral reading. After practice, the students present their scenes to the class as a radio play. As the play is presented in scene order, students listen to the other groups. Later, they critique the interpretations and the different points of view of the characters.
- (S) Students are asked to find an example of prose, poetry, or a song with special significance for them. Their assignment is to (1) prepare to read this selection to the class, and (2) write a short essay in which they explain the reason for their choice.
- (S) Students practice reading aloud a news story that they will present as part of the school's "News Today." Readings are videotaped, analyzed, and rated, using criteria established for effective communication. In follow-up discussion, students determine what elements made individual readings effective.



**11. Give directions and/or instructions.**

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- (E) Students write directions for making a peanut butter and jelly sandwich. In pairs, they then follow each others' dictated directions and make the sandwich. Then students discuss the need for clarity in directions.
- (E) Working in pairs, students take turns giving oral directions from school to their homes. As the students give directions, their partners draw rough maps based on the directions given. They then discuss ways to make the directions clearer.
- (E) Students work in pairs to develop a set of written directions for completing class jobs. Pairs trade directions and give feedback.
- (M) After the teacher conducts a mini-lesson on how to give clear directions to others, he divides the class into several groups. Each group becomes proficient at doing a particular craft (e.g., making sun prints). Each group then functions as a panel of experts that instructs the others to make the craft.
- (M) Students prepare for a visit to their school's computer lab where a new word-processing program has been installed on each computer. As a class, they develop a set of questions they will ask the computer teacher about how to use the software during the visit. Students use the new program and keep a list of other questions they need answered in order to use the program successfully.
- (M) As a class, students develop a set of orientation instructions for incoming middle schoolers on what to do on the first day of school.
- (S) Students demonstrate before their peers how to do something they enjoy. Suggestions include how to draw a cartoon, play a guitar, or decorate a cake. The students give step-by-step directions during the demonstration. Afterwards, the class asks questions about directions that were not clear.
- (S) Seniors in one class are preparing for a visit to 8th-grade classes where they will give the students tips for success in high school. The seniors form groups based on the category of topics they want to discuss, such as preparing for tests, writing lab reports, taking class notes, listening to classroom discussions, and working in cooperative groups. Each group develops a set of guidelines for the 8th graders and a plan for its 15-minute talk to the class.
- (S) Students demonstrate and explain how to use a piece of practical technology, such as programming a VCR to record several programs, setting a calendar watch, or programming an electronic personal organizer.



## 12. Tell, retell, summarize, and paraphrase ideas.

- (E) After hearing or reading a tall tale, students practice retelling it. After each student retells a part, the next speaker must retell that segment before adding a new segment to the retelling. When the retelling is incomplete or inaccurate, others in the class discuss what they heard and make suggestions for changes.
- (E) With a buddy, students tell each other the important ideas or facts that they heard when the buddy read a section of a textbook aloud. Students then reread the text to determine whether any ideas have been left out of the recitation.
- (E) Students summarize and retell a familiar fairy tale in play form. Children use puppets, scenery, and flannel board.
- (M) On a rotating basis, students serve as assignment monitors who inform other class members of the daily activities, nightly assignments, due dates, and project updates.
- (M) Students pretend they are telling their grandchildren about a wonderful adventure they had as a child. The adventure may be a retelling of something real, imagined, or read.
- (M) After completing a novel, students dress up as a major character and summarize the story from that character's point of view.
- (S) Using their own language (paraphrasing), students restate critical issues evident in *The Elephant Man*. These issues could include aspects of theme, character development, and conflict.
- (S) After researching postsecondary options, students discuss their findings in heterogeneous groups. Students opting for college summarize their reasons for choosing a specific college as their first choice and explain how they arrived at a "safety school" decision. Other students share their findings about employment or trade school. In each group, students have different responsibilities for reporting the information to the class: one student will report on first-choice colleges; another will discuss the safety school choices; a third student will share information about employment; and a fourth will report on trade schools. In classes where postgraduation options are similar, student heterogeneity may be achieved on the basis of geographic location of first-choice college, college majors, or type of employment sought.
- (S) Students conduct research in the library media center on the impact that modern technology has had on careers that interest them. Each student locates at least one visual (e.g., chart, graph, cartoon, or photograph) that illustrates the ways in which technology has affected that particular field. As part of the oral report on their research, each student summarizes the visual found. The summary must include the purpose of the visual, its distinguishing features, and conclusions that can be drawn from the information it contains.
- (S) In review groups, students share what they have learned from reading a particular chapter of a book. Each group has its own responsibility: one group creates a web to show different relationships among the ideas in this chapter; another prepares an outline of the main idea and supporting details; a third group creates a Venn diagram to compare and contrast ideas and events in this chapter with those in another; and a fourth group creates illustrations to represent ideas or events. Afterwards, each group makes a presentation to the class.

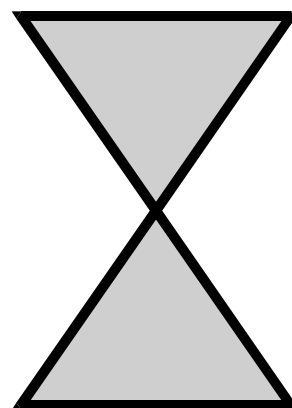
**13. Use visual aids and nonverbal behaviors to support spoken messages.**

- (E) Each student brings a favorite stuffed animal to class. Using it as a prop, the student tells its history, where it lives, what it does at home, and why it is his or her favorite.
- (E) For their book reports, students create a collage, travel brochure, or a video of the setting of the book they have read. The product should encourage or discourage others to visit.
- (E) Students in a combined K-1 class help the library media specialist tell an action story. Following the library media specialist's direction, the students clap, stomp their feet, stand up, and sit down on cue. Their movements correspond with the actions in the narrative.
- (M) Each student presents a one-minute "how-to" talk with visual aids that explain the steps of a multistep process (e.g., tying laces, polishing fingernails, making a braid, or drawing a circle with a compass). The audience discusses how the visual aids help them understand the process.
- (M) After reading a biography about a famous American, students create a paper book bag. The front of the bag will include a portrait or action picture of the famous American, a book title, and the author of the biography. The back will include five facts about the person, and the two sides will include "super facts," such as interesting events and accomplishments.
- (M) In groups, students block scenes from a play they have read; their blocking should make clear the relationships between characters. Each group can be responsible for a difference scene.
- (S) After reading an epic or novel that describes the protagonist's travels, such as those of Odysseus or Huck's adventures with Jim, students create a map to use as part of a presentation about the character's travels.
- (S) Students analyze the illustrations in children's literature that is popular today or has been in the past. During a visit to the library media center in the district's elementary school, each student selects both a recent book and a children's book from the mid-1900s to analyze. Then each student prepares a short talk comparing the role of illustrations in children's literature then and now.
- (S) Students select favorite TV shows to critique. They each prepare an oral presentation, supported by such visual aids as videotapes or drawings, to discuss particularly effective dramatic, visual, or comedic elements.
- (S) After reading *Our Town*, students select a scene, artifact, or character from the play to illustrate, using any materials and methods they choose. They present their illustrations to the class and explain them.



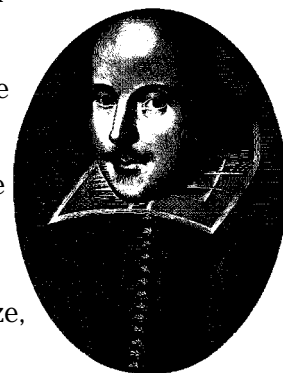
#### 14. Use clear, concise, organized language in speaking situations.

- (E) Students take turns describing a geometric shape, using clear, concise, organized directions to guide classmates who try to replicate the shape without seeing it. The speaker may not say the name of the shape itself while giving the directions.
- (E) Students give a book talk, a “how-to,” a report, or some other type of verbal presentation. They are encouraged to speak clearly and to organize and present their ideas logically. Their reports are videotaped and then reviewed by the class for elements of clarity and organization.
- (E) Students brainstorm to identify important problems in the community and school. Each selects one problem to discuss in a two-minute report. The teacher provides students with a format to follow that includes main ideas, supporting details, an opening, and a closing.
- (M) Students use a narrative poem, such as “Casey at the Bat,” as the basis for a news report that they write and then broadcast over the school’s P.A. system.
- (M) The teacher reviews New Jersey’s Speaker’s Checklist with students to guide their preparation of a three-minute oral presentation. Students then use the checklist to evaluate classmates as they make their presentations.
- (M) As part of a unit on persuasive thinking, writing, and speaking, students develop a rubric that they will use to rate their own and other students’ speeches. As individual students take turns making a persuasive speech, the audience lists important points concerning content and organization and then rates each speech using the rubric. In small groups, students compare their ratings and reasons for them.
- (S) Students read about parliamentary procedure from a recognized source, such as *Robert’s Rules of Order*, and discuss the format for conducting a formal meeting. Then they attend a meeting of a local organization, such as the Kiwanis Club or PTA/PTO, to observe parliamentary procedure in action. Later, they discuss the effects of parliamentary procedures and rules on the conduct of the meeting they observed.
- (S) The class works together to define the qualities of a good speaker and develop a preliminary rubric. They listen and view several examples of speakers to help them refine their rubric. Students then watch panel discussions on television to identify role models for effective speaking and, if possible, to tape samples for reference during class discussion when they share their findings.
- (S) Using forms and ratings provided by the annual “Voice of Democracy” contest, students listen to three- to five-minute recorded presentations and rate elements of clarity, conciseness, and organization of language.



**15. Speak before a group to defend an opinion and present an oral interpretation.**

- (E) After listening to Ashley Bryan’s oral interpretation of some of his poems, students try to imitate the vocal sound effects and expressive techniques Bryan uses with poems they have enjoyed reading. The students take turns presenting these to each other in small groups. Then each group chooses one group member to present an interpretation to the class.
- (E) Students brainstorm issues they care about, such as bedtimes, chores, and cafeteria food. The teacher asks them to pick an issue and take a stand. The teacher then presents the opposing viewpoint and asks students to respond. As she leads students through this conversation, she identifies elements of persuasive speech such as viewpoint, supporting evidence, and strategies for rebuttal. This exercise helps students build schema for persuasive reasoning through oral language.
- (E) The teacher models a persuasive speech and discusses the importance of having reasonable data to support claims that are made. Then, working in pairs, students develop original persuasive pieces they will present in a Speaker’s Forum. The topics should be based on things for which they have strong feelings. Students collaborate to develop supporting arguments for their claims.
- (M) Students spend time discussing some of their favorite storybooks and the authors’ use of poetic qualities, illustrations, and themes. They identify books they would like to read to a first grader and develop guidelines for book sharing, e.g., how to hold the book; voice intonation; how to handle children’s comments while reading. They practice reading the stories to each other and then visit a first-grade class where each student reads the selected book to one child. Afterwards, the class discusses the children’s reactions and the experience of book sharing.
- (M) The teacher assigns (or students choose) a topic that affects their lives, such as the following: “Should students be required to wear school uniforms?” “Do eighth graders need curfews?” “Should eighth graders have open campus?” Students review elements of persuasive speech and then conduct research in the library media center using the Internet and other sources to find support for their opinions. Finally, they present their arguments to the class.
- (M) To introduce the elements of extemporaneous speaking, the teacher gives students a phrase, such as “If I had a million dollars...” or “If I could go anywhere I wanted...” and gives each student the opportunity to speak before the class for a minute on this topic. As the semester goes on, this activity can be made more challenging by using topic sentences that require specific supporting statements, such as “My favorite book is...” or “This product is the best because....” The final stage of the exercise requires students to base their statements on supporting information or facts, such as “The greatest problem we have in America is...” or “If only people would\_\_\_\_\_, then \_\_\_\_\_ would not be such a problem for America.”
- (S) After researching a current local educational issue, students prepare for a presentation at a local Board of Education meeting where they will deliver a brief statement expressing their views. Using a checklist, they analyze the strength of their arguments and possible alternative views and then develop counterarguments for these.
- (S) Students search through *Great Scenes from World Theatre* and collections of dramatic monologues to select readings that they analyze, rehearse, and perform in oral presentations for the class.



- (S) After studying contemporary music lyrics or poetry, students present samples to the class and provide oral interpretations suggesting the meaning and relevance of the lyrics to contemporary society.

**16. Recognize when audiences do not understand the message, and make appropriate adjustments.**

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- (E) Several students in the class prepare a presentation about something they know well, such as dinosaurs or the solar system. With teacher guidance, students obtain information from a variety of resources. The students then present their information to the class in two-minute speeches. Each time members of the audience do not understand something, they make notes so they can ask the speaker for clarification, such as the name of something or the explanation of a process.
- (E) Students are asked to tell a family member about an activity they did that day. If possible, they use a tape recorder to record the conversation. They note the points at which the listener asks for additional information or registers confusion. They report back to the class how the listener responded and what adjustments they made during the conversation.
- (E) Students tell a story about an important event in their lives, such as getting a pet or a new sibling. As they tell their stories, they watch for signs of confusion and then attempt to clarify for their audience.
- (M) In order to have students consider when audiences do understand a message, an English teacher has arranged to videotape his class while he delivers a ten-minute lecture on an arcane subject. The teacher then plays the video for the students. They note the nonverbal signals of disinterest, boredom, and misunderstanding and discuss the reasons for these reactions, as well as what the speaker might have done to evoke a different response.
- (M) Small groups of students work to develop a new board game. They create the materials, rules, and directions for playing the game. Each group presents their game and directions to another group. The second group tries to play the game, asking for clarification or elaboration when necessary. Later, each group discusses reasons why the audience did not understand the directions and the need to make appropriate adjustments.
- (M) Students read a “how to” book to learn how to make an object or how to perform some task (e.g., how to make an origami bird or how to juggle). After actually making the object or mastering the process, students reflect on how they mastered the book’s directions. They then develop a set of directions to share with their peers so that classmates can make the object or perform the process, and they adjust their directions as needed so that all students can be successful.
- (S) Students present an informative speech to the class, one which they have researched in the library or on the Internet. Each speech is at least five minutes in length. While each student speaks, the audience notes those parts that are compelling and those that are less interesting. The class then discusses strategies speakers could use to adjust their content and behavior during presentations.
- (S) The classroom teacher arranges for students to visit a middle-school classroom where they will take notes. Their notes are to record how a teacher makes adjustments when the students do not understand. Later, the students compare notes and discuss strategies speakers use to adjust their speeches.

- (S) Students are asked to come up with something to teach to a younger child, such as how to tie a shoe, solve a math problem, or write a paragraph. Students prepare and deliver the lesson to a young child and then write a journal account in which they reflect on any difficulties they encountered in presenting the lesson. They also explain any adjustments they made.

## 17. Conduct an informational interview.

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- (E) At the beginning of the school year, students prepare to interview one another. As a class, they develop a set of questions targeting information they want to know about each other. Working in pairs, students then interview their partner. From the information obtained through those interviews, each student then introduces his or her partner to the class.
- (E) Students create questions and answers about authors they have researched independently. Students then interview each other to learn about the authors. In the interviews, each student assumes the role of his/her researched author. These interviews might be video-taped if students dress in costumes or use props.
- (E) Students prepare a list of questions to ask the school principal, who is then invited to class to be interviewed. Students take turns asking their questions. Afterwards, the students collaborate on a class essay about the school principal that they will take home to share with their parents.
- (M) Middle school students work in pairs to conduct video interviews of each other as part of a local oral history project. Students begin this unit by reading and hearing/observing sample oral history interviews from which the students distill sample generic questions. Prior to taping the actual interview, students practice interviewing one another, using the questions they have generated and familiarizing themselves with media (video or still camera, tape recorders).
- (M) Students read about and discuss proper interviewing techniques. They observe formal interviews on television and then discuss these to determine effective questioning strategies. A set of guidelines is prepared.
- (M) Students develop a list of biographical questions to ask another student in their grade. Each student conducts an interview and then writes a short essay or news report about the interviewee. These are read to the class, omitting the subject's name, and students guess the subject's identity.
- (S) Students interview an individual who is two generations older to gather information from the interviewee about his or her school life and what life was like for an adolescent in earlier times. Cross-cultural comparisons of life "back then" are made, as well as comparisons with adolescent life today in the United States and elsewhere.
- (S) Students select American historical figures that they have studied, such as George Washington, Benjamin Franklin, or Dr. Martin Luther King, Jr. They assume one figure's persona and prepare a list of questions to ask of another historical figure. Pairs of students take turns interviewing each other.
- (S) Students research a job they would like to have. They then work in pairs to create a set of questions they might be asked if they were to be interviewed for their chosen jobs. Guidelines for successful job interviews are discussed, and a rubric is created by the class. The class conducts mock interviews and uses the rubric to critique each student's interview.





- (S) For a community history project that will culminate in a student-produced book, students conduct interviews with long-time residents, photographing and video- or audiotaping them with permission. Before the interviews, the class collaborates on a list of pertinent questions to which students will add individual questions that are appropriate to their respective subjects. After completing the interviews, students share their interviews and visual materials with the class. Key points are selected for inclusion in the book, which also will include photos of interviewees and of the town.

## 18. Receive and use constructive feedback to improve speaking ability.

- (E) Each student reads a book and then retells the story to the class. The class responds by asking for clarification or additional information to help the speaker improve his or her retelling.
- (E) After preparing for an oral presentation on a familiar topic, students work in pairs to provide feedback to each other concerning the clarity and organization of the presentation. Each student uses this feedback to improve the presentation before presenting it to a larger group.
- (E) Students in one class prepare a play for presentation to the entire school. They invite another class to critique their rehearsal and to comment on such concerns as volume, pacing, blocking, and interest. Students make adjustments based on this feedback.
- (M) Students use a published piece of writing from their portfolio as a vehicle for improving speaking ability. Peers critique the student's oral reading of this piece, using a previously constructed rubric. Students then reread their pieces and write an analysis of the improvements they made.
- (M) Students select and dramatize a historical event they have recently studied or that they have read about independently. They work in small groups to prepare the dramatizations, which their classmates will evaluate using a teacher-made checklist. After their first presentation, students review and discuss the evaluations in preparation for a second presentation that the class also evaluates. Groups then compare class responses to their first and second presentations.
- (M) Students mark a script for formal presentation. The script might be a monologue, poem, persuasive speech, etc. Even if students memorize the formal presentation, they should mark the script for appropriate and effective oral style. Students then make their presentation to the class.
- (S) The teacher models how to mark a script using a marginal code or multicolor pens. Then students learn how to mark a script for emphasis, inflection, pauses, etc., marking a variety of texts for effective delivery. After students rehearse their marked scripts, they work with a peer who provides feedback to refine the presentation. Students then make their presentations and receive feedback on their delivery.



- (S) Before delivering an oral presentation, students generate a feedback rubric, such as the one that follows, for use during practice and presentation.

Descriptor	1	2	3
Quality of speaking voice	Too soft and too unclear	Uneven volume yet clear	Loud enough and clear
Pacing	Rushed	Uneven	Well-paced
Gestures	No gestures	Limited gestures	Well-defined gestures
Eye contact	No eye contact	Some eye contact	Appropriate eye contact
Speaker's interest	No apparent interest	Limited interest	Enthusiastic

- (S) Students videotape themselves doing a cold or unrehearsed reading of a monologue, poem, or persuasive speech. Then, after the teacher explains how to mark a script for emphasis, inflection, and pacing, students use these techniques to prepare for a second reading that is also videotaped. Students compare the two versions.

### 19. Identify the elements of debate.

- (E) Students view a segment of a children's television program in which the characters are disagreeing about an issue or event. The students identify the issue and decide who won the argument and why.
- (E) After reading a chapter from *Soup*, students discuss their views on whether the character made the right choices. Students defend their points of view.
- (E) Students identify adversaries in well-known stories such as Hansel and Gretel's father and stepmother or Rumpelstiltskin and the queen. Pairs of students identify the issues and then role-play discussion between the two characters. Afterwards, the class decides which character presented the stronger argument.
- (M) Students view a recent electoral debate. Each student must identify at least one issue on which the candidates disagreed and write a brief summary of each candidate's position on that issue. Students are also encouraged to discuss the speakers' use of intonation and body language to get their points across and the overall effectiveness of the speakers.
- (M) After reviewing the elements of debate, the class invites the high school debating team to visit the class and to conduct a debate. After the debate, the middle schoolers identify the debate issue, each team member's stance on the issue, and the kinds of arguments advanced by each side.
- (M) Students prepare for and participate in a debate on the following topic: "Should the public be informed of every issue concerning food product safety?"
- (S) Watching a replay of a recent or historical presidential debate, students take notes to identify elements of debate, including logical argument, evidence, and points of rebuttal, and then discuss them.

- (S) The teacher discusses a teacher-prepared outline of the elements of debate as a guide for notetaking and presents a point system for scoring debates. Students then view and take notes on a taped political debate (e.g., local, state, presidential) and identify elements of debate evident in the tape. Afterwards, they discuss what they saw in the debate, identifying the elements of debate and assigning scores for each element.
- (S) The teacher leads students in a discussion of the elements of debate and then asks students to consider the topic, “Real versus Virtual Pets,” and the question, “Which is better to own?” Students are given time to discuss this topic in groups and then to decide which point of view they want to represent in a team debate. During the debate, the opposing teams are seated on opposite sides of the room.

## 20. Prepare for and participate in structured debates and panel discussions.

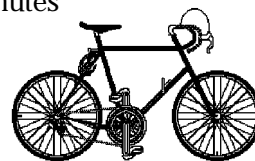
- (E) Small groups of students select a favorite fairy tale or folktale character to present in a panel discussion to the class. Each group member makes a picture or a puppet to use during the presentation. The panels may address the character’s physical appearance, the problems the character faces, or the way the character triumphs over adversity.
- (E) As part of a unit on nutrition, students research and discuss their favorite cereals, using available information in print ads, television commercials, and the cereal boxes themselves. They decide by vote on the two class favorites. Students then divide into two teams to debate the merits of the two cereals. Teachers may bring samples of each cereal to class for a taste test.
- (E) Students brainstorm problems that they observe in school, such as boring school lunches or no place in which to play on rainy days. After listing at least ten topics, groups of four select one topic to prepare for a panel discussion. They plan and present their discussion of the problem and pose possible solutions.
- (M) The class has studied a U.S. history and literature unit on the Civil War. Groups of four select a historical or fictional character to research using multiple sources such as primary and secondary texts and the Internet. The characters may range from Abraham Lincoln to Robert E. Lee to Henry Fleming. Each group selects a representative to present that character’s views in a panel discussion of the causes of the Civil War. During and after discussion, listeners use their own research to evaluate the panelists’ presentations.
- (M) Having analyzed the basic structure and format for a debate, selected students prepare to debate the topic: “School uniforms should be required of all students attending public school.”
- (M) Having completed independent multimedia research concerning a specific historical figure, students assume the persona of that figure and participate in a panel discussion. This discussion will be videotaped and later studied by the class. The guidelines ask students to consider their knowledge about the historical figure and then imagine how this person might feel and think about a specific contemporary moral dilemma. Students enact their roles in a moderated panel discussion.
- (S) Following the reading and analysis of several novels containing a war-related theme, students prepare for and participate in a debate on the topic: “War is an essential part of the human condition.”



- (S) Students discuss their knowledge of debates, considering the following questions: Where have they heard and seen them? Have they ever debated with a parent, teacher, or friend? What are the characteristics of a good debate? Students then read an article about formal debate techniques, such as clear propositions, logical arguments, and refutation with evidence. Based on the discussion and reading, the teacher and students develop a scoring rubric for each feature of debate, using a four-point scale (ranging from ineffective to highly effective). Students brainstorm appropriate debate topics, divide into teams of two, and pair with another team to debate a topic. One side will argue the affirmative and the other the negative. After researching and developing their positions, the teams debate before the class. The listeners score each side using the scoring rubric.
- (S) Mark Anthony's famous oratory in *Julius Caesar* can be used to study both audience evaluation and speaking purpose. In oral discussion, students consider the following questions: Did Anthony know his audience? Did he know their needs and background? How did the overall meaning and specific goals of his oratory relate to that audience? What was the general purpose of the oratory?
- (S) As part of a literature unit on contemporary America, students work in groups to prepare a two-part panel presentation. Each panel group must identify one problem facing Americans as it is presented in literature they have read. The groups then brainstorm subtopics and assign one subtopic for each group member to research. Each group is to prepare at least one visual aid to use in the panel presentation. Presentations will consist of two parts: (1) each group member will have five to seven minutes to present information (not opinion) to the class, and (2) each member will be expected to ask other panel members questions as well as to answer any questions posed by members of his or her panel.

## 21. Present an extemporaneous speech.

- (E) Each student selects some object in the classroom as the subject of an extemporaneous speech, describing the object's appearance, ordinary use, and unusual use. For example, students might describe a brick in a wall and then imagine it as a doorstep, a paper-weight, or a bookend. Students have five minutes to prepare their presentations.
- (E) After creating a visual representation of a nursery rhyme or poem, students share their representations with the class, explaining in an impromptu speech how it relates to the literature.
- (E) After discussing their favorite game or sport, students have twenty minutes in which to prepare an extemporaneous speech on the topic.
- (M) As part of a unit on transportation, students discuss the advantages and disadvantages of different transportation modes (e.g., cars, airplanes, skateboards, in-line skates). Each student has ten minutes to prepare an extemporaneous speech arguing the merits of one of these modes.
- (M) Students prepare and present sample three- to five-minute extemporaneous speeches based on amendments or articles from the United States Constitution. The class uses the New Jersey Speaking Rubric to score each speaker.
- (M) Students review literary works read during the year. Each student selects a character from one work of literature read and has five minutes to prepare an extemporaneous speech on the topic: "How would the story change if that character were not in the literary work?"



- (S) Students brainstorm ideas for funny or dramatic scenes for class improvisation, such as two former high school sweethearts who meet at their 20th reunion or a student, supposedly studying at the library, who runs into her mother at the mall. Students pair off to plan for five minutes before presenting the scene to the class.
- (S) Given an index card containing a summary of a controversial issue, such as closed versus open campus or the use of grade point averages to determine sports eligibility, students have two to three minutes to prepare an extemporaneous speech arguing the pro side of the issue. Then, they argue the opposite side of the issue.
- (S) After students read a short story or novel, each student writes on an index card the story element, such as character, setting, or conflict, that s/he would like to discuss. The teacher collects the cards and randomly distributes them to the class members. Each student has five minutes to develop a talk about that element of the short story or novel.

## **22. Demonstrate interview skills in real-life situations, such as college admissions or employment.**

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- (E) To prepare a set of class biographies, students develop a set of interview questions covering such categories as memorable moments in the interviewee's life, interests, talents, and future dreams. Students then pair up to interview each other. The partners should not know each other very well. Using their notes from the interview, each student drafts, revises, and edits a profile to be collected and published in a class memory book. These profiles can be duplicated for class distribution.
- (E) The class identifies important jobs in the class and the qualities needed to successfully complete these jobs. The students then develop a set of interview questions to ask each job candidate and conduct interviews for these rotating positions.
- (E) Students invite members of the community, such as a server from a local restaurant or a library employee, to come to class for an interview concerning job requirements. Prior to the visit, the students prepare a set of interview questions to ask their visitor. Later, students contribute to a story about their visitor.
- (M) To research the history of their neighborhood or town, students prepare interview questions, find residents willing to be interviewed, tape their interviews, and transcribe the material. Based on their research, the class compiles an oral history to be published and sold in local stores as a class fund-raising project.
- (M) Students prepare a set of questions they will use to interview a troupe of performers scheduled to present at their school. They conduct the interviews and use the information to write a story for the school newspaper.
- (M) Students invite the high school class presidents to their school to interview them on how to prepare for success in high school.
- (S) In preparation for the organization of groups, students develop a list of interview questions, prepare answers for those questions, construct résumés, and then conduct and participate in interviews for the selection of their group.
- (S) Students interview both town and school officials regarding a current local issue, such as a proposal to build a new school. The interviews will be part of a news show.

- (S) Students discuss their experience with both employment and college interviews. They list criteria that interviewers seem to use in judging applicants: appearance, attitude, communication skills, and experience. Afterwards, the teacher models one or two interviews with students in which they exchange roles and present both positive and negative features of interview skills. Next, a guidance counselor demonstrates a college or technical school interview, and a local business representative conducts a mock employment interview. Finally, students pair off to practice their interviewing skills.
- (S) Prior to setting up a local chapter of VISTA or another organization, students develop a list of questions to use to interview prospective members. Students conduct mock interviews using the questions they developed. Then class members decide which candidates should be selected.